



**THE UNIVERSITY COLLEGE OF THE CAYMAN ISLANDS (UCCI)**

Teacher Education Department

Bachelor of Education

**EDU 360 - ICT in the Classroom**

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**Course Description**

In this course student will be able to appreciate the role of information, communication and Technology (ICT) in the teaching –learning dynamics. It will also enable them to use the computer as a tool for the manipulation of information, for instructional support and the applications of related educational software. Students will acquire hands-on operating experience. (Credits: 3)

**Prerequisite: None**

**Conceptual Framework**

**UCCI**

**Conceptual Framework for the Teacher Education Unit**

The teacher education department (Early Childhood and Primary Dept., Secondary Department) commits to the preparation of professional teachers who are erudite, caring, reflective, professionally skilled and pedagogically sound that will respond to the needs of the diverse culture of the Cayman Islands. The teacher education unit will attempt to prepare teachers who will function effectively as teachers and create an environment for students to learn while providing the necessary support required to optimize learning.

The teacher education department values and commits to the preparation of students who will make a contribution to the development of Cayman’s human capital. We will therefore strive to nurture in ourselves and student teachers the following::

Erudite  
Insightful,  
Collaborative,  
Reflective  
Committed.

## Course Goals

Course objectives are adapted from Information Technology Programmes from numerous schools and more importantly from the National Curriculum of the Cayman Islands for Information and Communication Technology Programme for Stages 1,2 and 3.

At the end of this course candidates should:

1. Provide teacher candidates with opportunities to produce, store and communicate information in a variety of ways.(Cayman Islands National Curriculum –CINC).
2. Allow students to use a wide range of tools to enhance creativity as a teacher and to encourage higher order thinking in students at all levels. (adapted-CINC)
3. Explore a variety of ways in which information may be stored, transmitted to engage students in the learning process. (adapted-CINC).
4. Explore ways in which communication is used and misused and develop an awareness of social, legal, ethical and human issues related to computer use and related technologies.
5. Demonstrate the use of ICT in the classroom from a practitioner’s perspective.
6. Identify best practices in the integration of ICT in the classroom.
7. Use a Learning Management System(LMS) as an integral part of ICT integration in the classroom.

Excerpt from –*A new curriculum for schools in the Cayman Islands*

The Educated Caymanian-(Profile)

- Be literate, numerate and adept at using Information and Communication Technology (ICT).
- Have an awareness of global issues affecting aspects of life in the 21<sup>st</sup> century.

## Required Text:

**Roblyer, M. D. and Doering, A. H.,(2010), *Integrating Technology into Teaching (5<sup>th</sup> Edition)* Allyn and Bacon. (Boston, MA.)**

## Course Assignments

### 1. Class quizzes, assignments and presentation.

Students will be given the opportunity to complete short quizzes based on the text and other assigned readings. It is very important that student read the assigned chapters ahead of schedule, this type of informed participation will contribute to optimal learning. Please be reminded that questions and discussions should be thoughtful, focused and sensitive to others and the relevant course objectives. (15% )

### 2. Electronic Portfolio: Develop a professional electronic portfolio using PowerPoint.

- Topic-Information and Communication Technology Programme of Study and attainment targets for key stages 1, 2, and 3.
- Objectives: Student Teachers will compile and publish a collection of artifacts providing evidence of their progress with the Information and communications.
- Grade: Teacher Preparation for all grades.
- Idea: Student teachers gather artifacts for an electronic portfolio that contains artifacts demonstrating personal and professional goals to teach with technology. The electronic portfolio will be framed by the strands provided for in the ICT national curriculum.
- Materials: Network space for collecting the electronic artifacts, CD, a variety of computer based technology resources.

The electronic portfolio must be ready for viewing and be copied onto a CD. Use resources found in the class textbook and other resources to make your portfolio presentable and of substance. The final portfolio must contain introductory information about the student teacher, the importance of technology in teaching and information about viewing the portfolio. It is advisable to add pictures, video clips and any other artifacts that might be relevant to enhance the presentation of the information. (10 %)

**Note:** You will need to spend considerable time working outside of class. Become familiar with the times when the different labs, on campus, are open. **ALWAYS SAVE AS YOU GO ALONG AND BACK UP YOUR WORK**

**3. Mid-Term**

This will cover the content covered in the first six weeks of class and will not be limited to textbook content but other issues in Information Communication and Technology in the 21<sup>st</sup> century. (15%)

- 4. Web Site:** Design and create a web site using any available authoring software. The recommended software or authoring tool to be used for this project is FrontPage. You may experiment and use other tools. Your web site should consist of a minimum of three pages. The web site must be appropriate for use by teacher, students, and parents and must include text, images and links. Observe the principles of visual design. Be prepared to share your web site with the class. Use the rubric at <http://www.uwstout.edu/soe/profdev/webpagerubric.html> to guide your development of the web site. (10% )

**4. ICT –Curriculum Assignment**

Given Cayman Islands National Curriculum draft for 2007 on ICT programme of study –key stages 1,2 and 3. Student will prepare a two page document on how they will integrate technology in their class. The selected class must be at the level that students are being prepared to teach at. The key stage must correspond to the grade level/age group and learning objectives. (10 %)

- 6. Article Review and Summary:** Choose an article that are of interest to you. Topics might be related to the integration of technology in the teaching and learning setting, distance education, the Internet in the classroom, technology and the exceptional student, electronic portfolios, games and simulation software in the classroom, teaching and learning with technology in your specific discipline, technology and classroom administration, ethical, social, implications of the use of technology in the classroom, copyright and technology use in the classroom, among other relevant issues. You will (a) critically review the article and (b) write a one page summary. The paper should have two components, the summary of the article and your reflection on how technology will help the teacher in the classroom. (10 %)

**7. Final Exam**

This will be a comprehensive exam that will reflect all course objectives covered. (30 %)

**Attendance Policy**

Attendance at classes is important. An absence should only occur because of an illness or a serious event.

**Academic Integrity**

Students are expected to maintain the highest standards of honesty in their college work

## Grading

ASSIGNMENT	POINTS	TOTAL
Class Quizzes and Assignments/Presentation	150	15
Electronic Portfolio	100	10
Mid-Term	150	15
Web Site	100	10
ICT –Curriculum Assignment	100	10
Article Summaries (2)	100	10
Final Exam	300	30
<b>TOTAL</b>	<b>1000</b>	<b>100</b>

### Letter grades will be assigned according to the following scale:

Grade	Points	Grade	Points
A	100 – 85	C-	55-59
B+	80-84	D	45-54
B	75-79	F	Below 45
B-	70-74		
C+	65-69		
C	60-64		

### Selected Reference List

- Anglin, Gary J. (Ed). (1995) *Instructional technology: Past, present and future*. Englewood, CO: Libraries
- Duhaney, D. C. (2000). Technology and the educational process: Transforming classroom activities. *International Journal of Instructional Media*, 27(1), 67-72.
- Montgomery, K. & Wiley, D. (2004). *Creating e-portfolios using PowerPoint: A guide for educators*. Thousand Oaks, CA: Sage.
- Niess, M. L., Lee, J. K. & Kajder, S. B. (2007), *Guiding Learning with Technology*. Wiley, Boston.
- Peterson, C., & Koeck, D. (2001). When students create their own WebQuests. *Learning & Leading with Technology*, 29(1), 6-9.
- Young, A. E. (2008), *Classrooms without Walls: A case for borderless education in the Caribbean.*, *Journal of the University College of the Cayman Islands*, 2(1)
- Young, A. E. (2007), A History of Distance Education: Literature Review, *Journal of the University College of the Cayman Islands (JUCCI)*, 1(1), 73-86.
- Young, A. & Lewis, C. W. (2007), Teacher Education Programmes Delivered at a Distance: An Examination of distance students perceptions, *Teaching and Teacher Education*, doi:10.1016/j.tate.2007.03.003.

### **Some Related Journals/Magazines**

Computer-Assisted English Language Learning Journal  
Education Week  
Educational Technology  
Educational Technology Review  
Educational Technology Research and Development  
Information Technology in Childhood Education Annual  
International Journal on E-Learning  
International Journal of Instructional Media  
Journal of Computers in Mathematics and Science Teaching  
Journal of Educational Computing Research  
Journal of Educational Multimedia and Hypermedia  
Journal of interactive Learning Research  
Journal of Technology and Teacher Education  
Learning and Leading with Technology  
TechTrends  
T.H.E. Journal

### **Related websites.**

<http://rubble.heppell.net/>  
<http://www.youtube.com>  
<http://www.myspace.com>  
<http://www.grouper.com>  
<http://www.imeem.com>  
<http://www.revver.com>  
<http://www.guba.com>  
<http://www.soapbox.msn.com/video.asp>  
<http://www.veoh.com>  
<http://www.brighterfutures.gov.ky/pls/portal/docs/PAGE/MEHHOME/EDUCATION/CURRICULUM/CURRICULUMDOCUMENTS/ICTKS132007DRAFT.PDF>

Note: It is highly encouraged to visit the first website and be familiar with it. The Cayman Islands Ministry of education has adopted philosophy that embrace technology adoption and other pedagogical issues embraced by this individual. (<http://rubble.heppell.net>)

Adapted from: [http://arachne.cofc.edu/classes/webquest\\_rubric.htm](http://arachne.cofc.edu/classes/webquest_rubric.htm)

**Rubric for Article Summaries**

Criteria	Excellent (15)	Proficient (12)	Needs Work (8)	Incomplete (5)
Clear Thesis	Proficient, Interesting, Shows originality of thought	Thesis is clear, Shows some originality of thought	Thesis is vague, Not well supported, No originality of thought	No thesis or overall point
Organized Argument	Logical development, Persuasive	Paragraphs make clear points and develop the thesis in a clear way	Paragraphs are incoherent—lack logical connections, Paragraphs are not focused on making a single point	Paragraphs are not related to the thesis
Support for Claims/Evidence	Original and insightful support and evidence	Each point is supported by clearly relevant citations and/or examples	Some points are unsupported, Support offered does not relate to the points	No reference to authors or mistaken references to authors
Thoughtful Interpretation of the Literature	Analysis, Insight/Critique, Paraphrases literature, Uses few or no direct quotes	Interpretations are clear, accurate, and developed, Discusses literature in own words	Minimal reference to literature, Literature review without interpretation / analysis, Over-reliance on quotes	No reference to authors or mistaken references to authors
Content	Offers original insight, analysis, critique, In-depth treatment of topic	Addresses all relevant points, Provides sufficient depth of explanation	Minimal coverage of relevant points, Ignores some relevant points, Lacks depth	Cursory response to topic, Central points from the text are missing, Some inaccurate information
Clarity of Expression	Eloquent language, Fluid prose	Sentences are clear and precise and cohesive (connect logically to those before and after them)	Use of vague and imprecise language, Ambiguous sentences and expressions, Use of colloquialisms	Sentences are difficult to understand, Misuse of words
APA guidelines	Adheres to APA guidelines	Generally adheres to APA guidelines	Occasionally adheres to APA guidelines	Does not adhere to APA guidelines
Correct Grammar/Mechanics	No errors	No systematic errors, Complete citations	Occasional errors in grammar, spelling, punctuation, etc., Incomplete citations	Frequent errors in grammar, spelling, punctuation, etc., No citations

Electronic Portfolio Rubric

	<b>Not at all</b>	<b>Needs Work</b>	<b>Good</b>	<b>Excellent</b>
Content	Several of the required elements are missing.	The site represents an electronic portfolio with some of the required or unrelated elements.	The site clearly represents an electronic portfolio but has elements missing.	The site clearly represents an electronic portfolio and contains all the requirements.
Organization and Design	Poor use of colors and graphics. Elements are not easily located.	Some use of colors, sounds and graphics. Usable layout	Creative use of colors, graphics, sound, and links. Good layout	Excellent use of color, graphics, sound, and Internet resources. Excellent presentation. Attractive layout
Navigation	Several links do not take the reader to the sites requested. Hard to navigate.	Some links take the user to the page/site requested but some needed links are broken. Hard to navigate.	Links are clearly labeled and allow for movement from page to page (forward and back). A user is rarely lost or encounters a broken link. The site is easy to navigate.	Links are clearly labeled, consistently placed, and allow for movement from page to page (back and forward). There are no dead links; the user does not get lost and the site is easy to navigate.
Grammar and Spelling	Several grammatical and punctuation errors.	Some grammatical and punctuation errors.	Very few grammatical or punctuation errors.	Flawless grammar and punctuation.
Reflections	No reflections present.	Somewhat superficial reflections on artifacts and experiences.	Fairly good reflections on artifacts and experiences.	Excellent reflections on artifacts and experiences.

Adapted from:

(1) Pearson/Prentice Hall at

[http://www.phschool.com/professional\\_development/rubrics/electronic\\_portfolio.pdf](http://www.phschool.com/professional_development/rubrics/electronic_portfolio.pdf)

(2) Phase 1 - Digital Portfolio Rubric at <http://cmacademy.net/phase1.html>

(3) Electronic Portfolio Web Site Project <http://www.educ.drake.edu/espey/portfolio2001/webrub...>

<b>Week</b>	<b>DATE</b>	<b>MAJOR TOPICS</b>	<b>READINGS/ASSIGNMENTS</b>
1	Sept. 1 & 3	<i>Introduction, Course Overview; Introduction to Angel and Blackbaud.</i> ICT Definition and Foundations for Portfolio Development	Weekly Readings: Standards (Teachers and Students) <b>Cayman Islands National Curriculum for Technology.</b> Read Chapter 1- Educational Technology in Context: The Big Picture
2	Sept. 8 & 10	Theory and Practice: foundations of effective Technology Integration  ICT in the Classroom- Development Philosophy (UNESCO Document)	<b>Read Chapters 2 and 3</b> <b>Due: Article # 1</b> <b>Read UNESCO handout –given in class # 2</b>
3	Sept. 15 & 17	Teaching with Instructional Software  Using Standards in Portfolio Construction. Learner Center/Teacher Centered Education	Chapter 3- Teaching with Instructional Software  <b>Take home quiz chapters 1 and 2</b>
4	Sept. 22 & 24	Teaching with the Basic three software: Word Processing, Spreadsheet, and Database  Planning for ICT in the Primary and Secondary Schools.	Chapter 4 –Teaching with three basic software tool  <b>Electronic Portfolio Demonstration</b> <b>Due date Quiz #1 September 24, 2009</b>

5	Sept. 29 & Oct.1	Teaching with the Basic Three software.	Chapter 4- Cont'd <b>Go over Georgia Assessments for Certification of Educators Test with Answers.</b>
6	Oct. 6 & 8	Teaching with Software Tools Beyond the Basic	<b>Chapter 5: Teaching with Software Tools Beyond the Basic</b>  <b>Mr. Perry George-Head Computer Science Department</b>
7	Oct. 13 & 15	Teaching with Multi Media and Hypermedia	<b>Read Chapter 6:</b> Teaching with Multimedia and Hypermedia  ICT Project Work Session (Cayman Context) Review for Mid-Term <b>Article # 2 Due</b>
8	Oct. 20	<b>Mid-Term</b>	<b>Mid-Term in class exam on October 21, 4:30 to 5:45.</b>  <b>Read Chapters 6 and 7 in textbook.</b>
9	Oct. 27 & 29	Distance Learning Tools and the Role of the Internet in Education	<b>Read Chapter 7:</b> Distance Learning Tools and the Role of the Internet in Education  Read: Article : Young, A. E. (2008) Borderless Education: A Caribbean Imperative, JUCCI Smart Board Demonstration
10	Nov. 3 & 5	Integrating the internet into the Curriculum.	<b>Chapter 8:</b> Integrating the internet into the Curriculum.  Quiz# 2 – Take Home Chapters 6 and 7 Smart Board Demonstration

11	Nov. 10 &12	Integrating the internet into the curriculum  ICT –Literacy Document (UNESCO Document)	Read Chapter 8:  Website Development and portfolio Development
12	Nov. 17 & 19	Integrating Technology Across the Curriculum	Chapters 9-15  <b>Website Due: November 19, 2009</b>
13	Nov. 24 &26	Integrating Technology across the curriculum	Chapters 9-15  <b>Students will share about best practices in the classroom- using ICT(Internet and Other Research)</b>
14	Dec 1 & 3	Other ICT Issues and Review	<b>E-Portfolio Project Presentation Dec. 3, 2009</b>
15	Dec 10-16	Final Exam Week	<b>Final Exam-See Schedule</b>